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GUIDE

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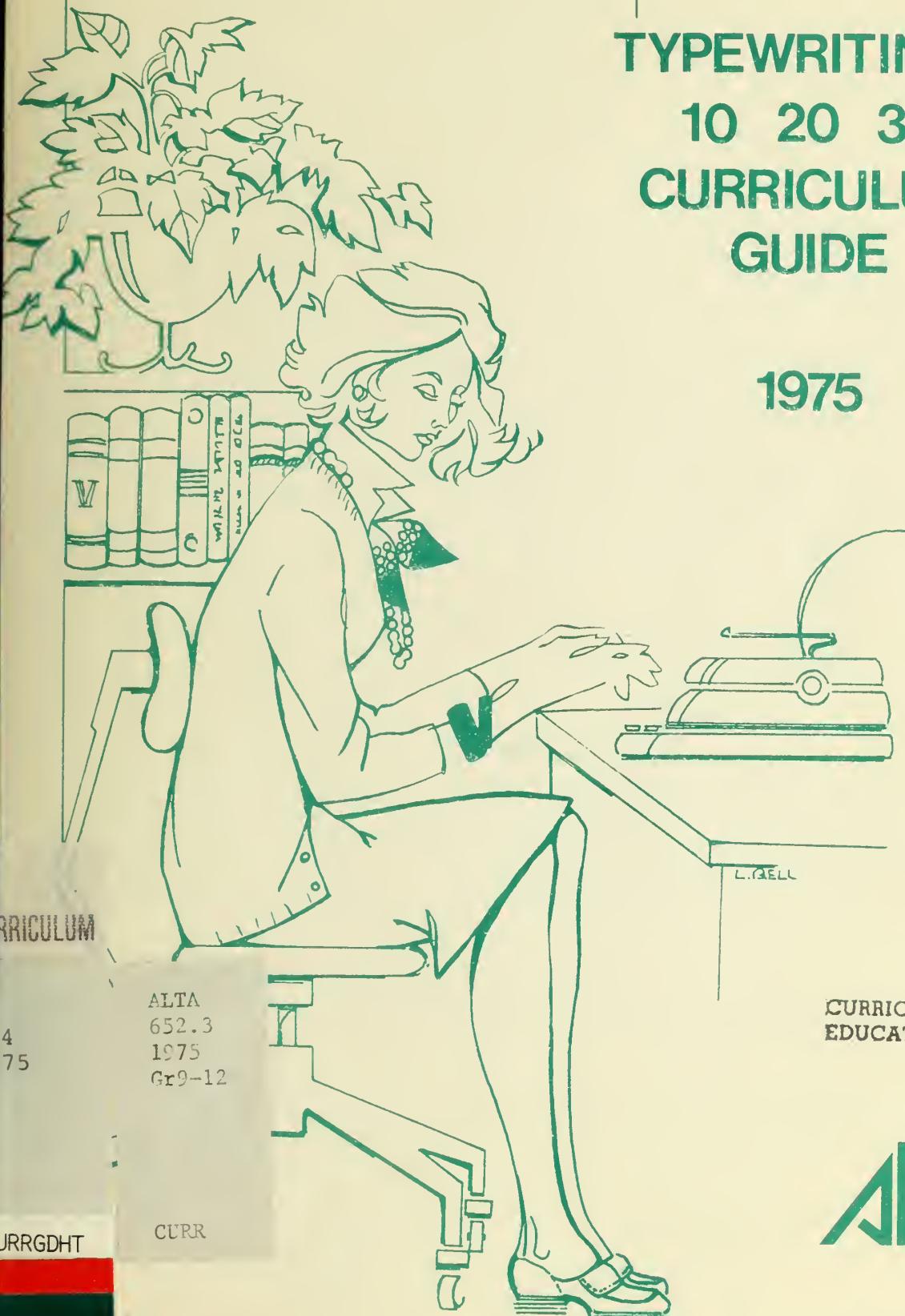
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SECONDARY SCHOOL CURRICULUM GUIDE

TYPEWRITING 10

TYPEWRITING 20

TYPEWRITING 30

This guide is a service publication only. The official statement regarding the content of the course is contained in the Senior High School Program of Studies. The information in the Curriculum Guide is prescriptive only insofar as it duplicates the content of the Senior High School Program of Studies. As well as content, the Curriculum Guide contains a description of performance objectives, suggested activities for their development and evaluation, suggestions for use of teaching aids and additional reference books.

Teachers of typewriting should also be familiar with the primary Curriculum Guide for The Business Education Program and Business Foundations 10 and 30.

This guide is printed on punched paper for convenience in filing it in a binder together with other business education curriculum guides, business education newsletters and bulletins as they are issued.

ACKNOWLEDGEMENT

The Department of Education acknowledges with appreciation the contributions of the members of the Typewriting-Office Procedures Ad Hoc Curriculum Committee to the preparation of this guide.

The Typewriting-Office Procedures Ad Hoc Curriculum Committee functioned under the guidance of the Secondary School Business Education Curriculum Committee.

Business Education Secondary Curriculum Committee

Miss L. Milne; Chairman, Department of Education, Lethbridge

Mrs. V. Antonio; St. Joseph's Composite High School, Edmonton

Mr. B. Barnes; Bonnyville Centralized High School, Bonnyville

Dr. G. Farmer; Division of Secondary Education, University of Alberta, Edmonton

Mr. G. Garbutt, Lord Beaverbrook High School, Calgary

Dr. J. Harder; Associate Director of Curriculum, Department of Education, Edmonton

Mr. J. Olson; Lethbridge Collegiate Institute, Lethbridge

Mrs. J. Piepgrass; Onoway High School, Onoway

Mrs. F. Ruttan; Supervisor, Public School Board, Edmonton

Typewriting-Office Procedures Ad Hoc Committee

Mrs. Lorraine Deschenes; Austin O'Brien High School, Edmonton

Mr. Allan Leinweber; Stettler High School, Stettler

Mrs. Barbara McPhee; Raymond High School, Raymond

Mrs. Joyce Piepgrass; Onoway High School, Onoway

Mrs. Bronwen Roney; Cochrane High School, Cochrane

Mrs. Gloria Scott; Spirit River High School, Spirit River

Mrs. Ann Waters; Central Memorial High School, Calgary

Miss Lucy Milne; Chairman, Department of Education, Lethbridge

SECONDARY SCHOOL CURRICULUM GUIDE

TYPEWRITING 10, 20 AND 30

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I ALBERTA BUSINESS EDUCATION PROGRAM

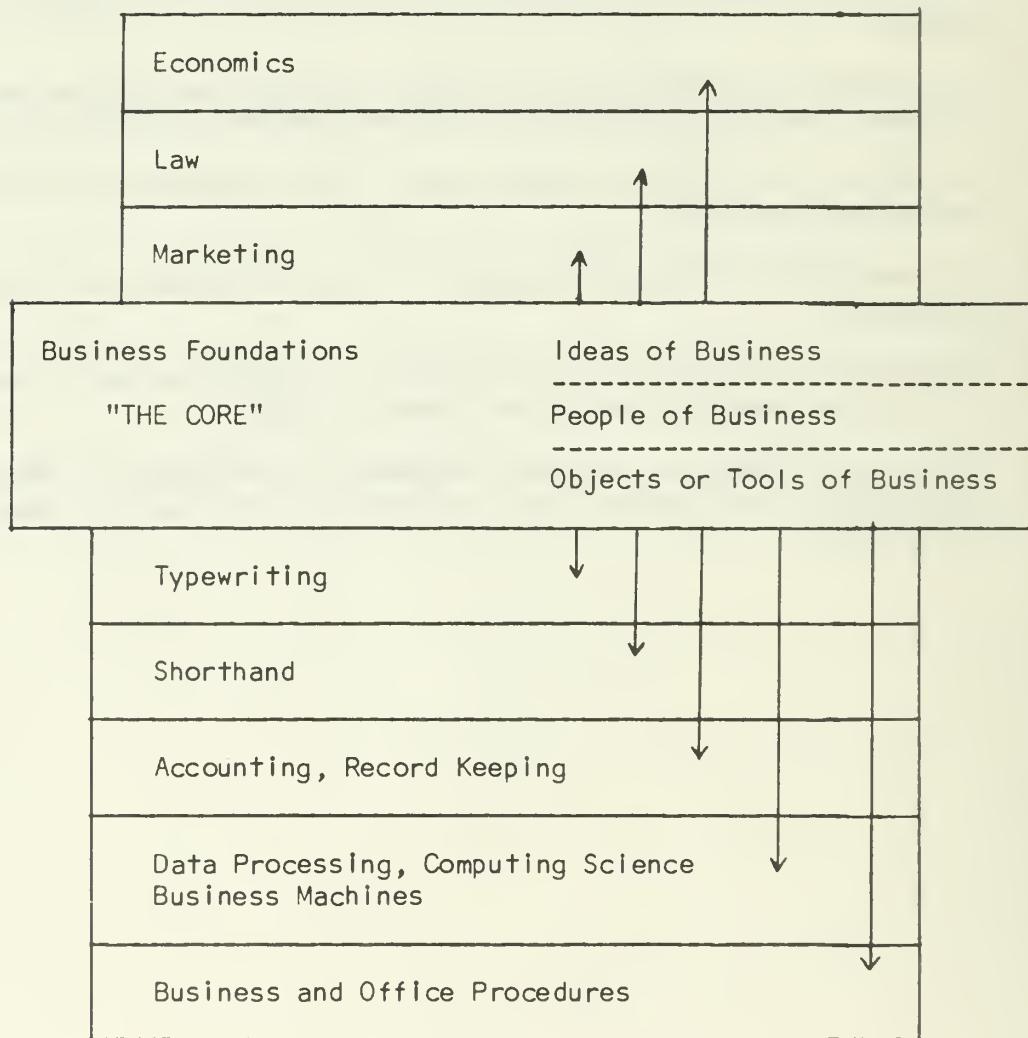
The curriculum for business education has been developed to serve all students in Alberta's secondary schools. Its flexibility permits the selection of one or more courses to complement a program, or the selection of a group of courses to comprise a major area of study. The purpose is to contribute to the general education and to the vocational preparation of high school students.

General Objectives of Alberta Business Education Program

1. To provide a meaningful study of the business environment including the ideas, people and objects or tools of business.
2. To provide for the development and acquisition of business knowledge and skills which will be most useful and durable in a rapidly changing society.
3. To provide an opportunity for students to elect and pursue individual interests and specialization in the study of the business environment.
4. To provide for individual development in the behaviours of thinking, acting and feeling.
5. To develop the thinking strategies and problem-solving abilities of students.
6. To provide an opportunity for students to relate and apply learnings in business education and other areas of study.
7. To expose students to the vast laboratory of business for the purpose of acquiring information, gaining experience and testing ideas and hypotheses.

From the conceptual model explained in the Curriculum Guide for The Business Education Program and Business Foundations 10 and 30, and the preceding Objectives of the Alberta Business Education Program, the following blueprint was developed. It shows the relationship of the various subjects. Business foundations is the core of the program. Some subjects emphasize the ideas of business; others emphasize the objects or tools. People in business is the unifying aspect in all subjects relating the ideas with the objects and tools of business.

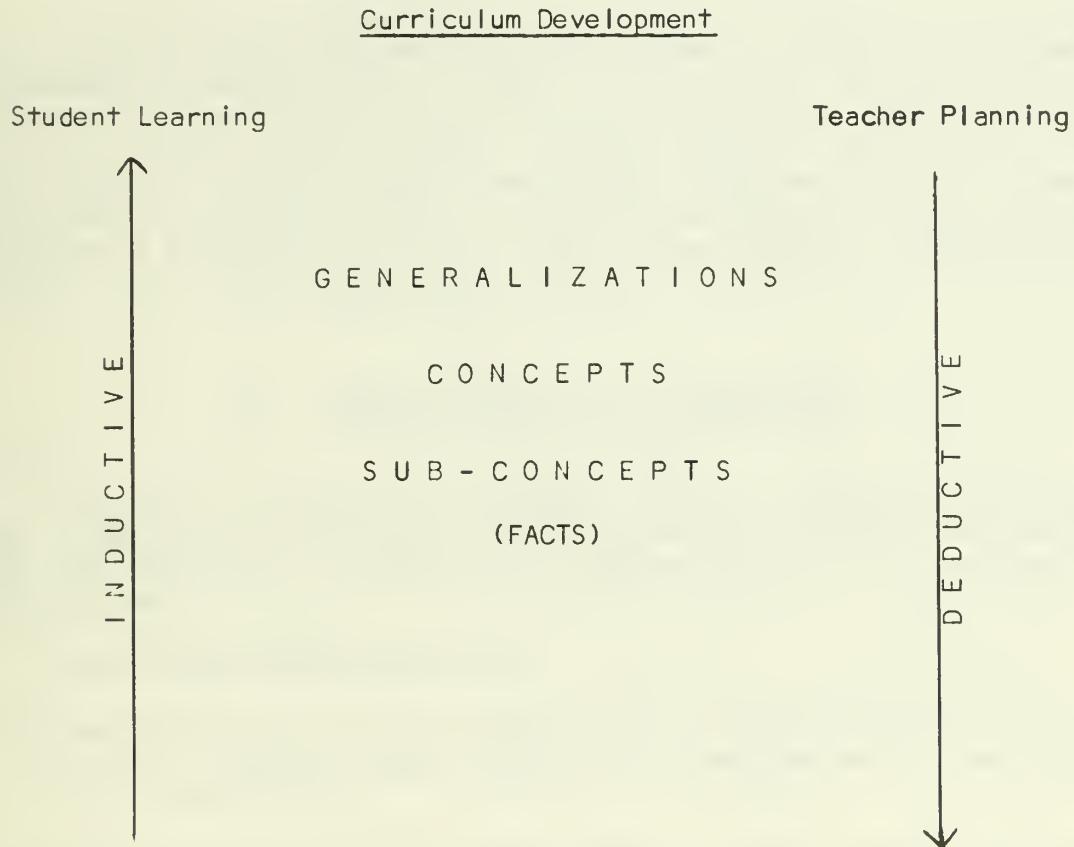
Blueprint of the Business Education Program



Curriculum Development

Content in Business Education courses is organized around concepts, sub-concepts and generalizations. Curriculum guides provide additional teaching strategies and evaluation.

Curriculum committees, when organizing a body of knowledge, use either the inductive or deductive method. The diagram below may help to explain the relationship that exists between the elements of a body of knowledge.



Facts and sub-concepts are taken to be items of specific information, concepts are categories of information and generalizations express the relationship between concepts. In planning a lesson, the teacher moves down this hierarchy whereas in learning, the student begins with the facts and moves upward.

The deductive approach was used in developing the course outlines for Typewriting 10, 20 and 30.

II INTRODUCTION TO THE SENIOR HIGH SCHOOL TYPEWRITING PROGRAM

Typewriting is an integral part of the secondary school program. It contributes to general education, vocational preparation and to the development of the individual's thinking, acting and feeling capabilities which lead to self realization. The general goals of instruction are the same at whichever grade level the skill is introduced or further developed. The student must be guided to acquire the correct techniques of touch typewriting, to use the machine correctly, to exhibit good attitudes and work habits, and to produce acceptable typescript regardless of the purpose or application of the finished product.

The methods of instruction will vary with the needs of the students, as well as the professional choice of the teacher. A variety of strategies and procedures should be used. Teacher-directed group instruction with individually selected goals is an effective procedure to develop, maintain, and perfect typewriting techniques. The application of the skill in the various production jobs may be accomplished through individual or independent progress. Textbooks contain a wealth of materials and ideas to assist the teacher's presentation of the course. Suggestions for instruction are presented in this curriculum guide.

III GENERAL OBJECTIVES OF TYPEWRITING

The goal of instruction in typewriting is to develop student competency in the use of the machine to produce acceptable typescript. The aim is the same regardless of whether the ultimate purpose is for personal or vocational use.

The student should be able to:

- (a) assume good posture at the typewriter while demonstrating an ability to maintain correct finger control of the keyboard and the techniques of touch typewriting;
- (b) select and use the various machine parts for the purpose or function for which each is designed;
- (c) apply rules and guidelines for appropriate set-up of personal and vocational typewriting tasks;
- (d) produce typewritten material with acceptable standards of speed and accuracy;
- (e) compose and transcribe at the typewriter demonstrating knowledge of correct language usage and correct typewriting procedures;
- (f) display efficient work habits and an appreciation of quality production.

IV ARTICULATION - JUNIOR AND SENIOR HIGH SCHOOL TYPEWRITING

The purpose of the junior high school typewriting program is to introduce students to the proper operation of the typewriter and the correct techniques of typewriting so that they can produce acceptable typescript for personal use. It is a Group A Option for which a course outline and curriculum guide is provided. The time allotment during any one year is a minimum of 75 hours. One year of instruction should be sufficient to develop the objectives of junior high school typewriting. It is strongly recommended that the course be offered at the Grade IX level.

The senior high school program also introduces typewriting and provides development and refinement of the skill for personal and vocational use. Instruction time in Typewriting 10 is 75 hours for 3 credits and 125 hours for 5 credits. Typewriting 20 and 30 are each offered for 5 credits.

Senior high schools that enrol students who have had junior high typewriting should make provision to meet students' needs. In consultation with the junior and senior high school typewriting teachers, an evaluation procedure may be established to assess the competency of students wishing to continue typewriting in the senior high school. Based on the results, one of the following procedures may be used to enrol these students.

1. Place those who demonstrate knowledge and standards equivalent to those of Typewriting 10 directly into Typewriting 20, bypassing the prerequisite course and credits. (See page 20 of the 1975-76 Junior-Senior High School Handbook: "Under special circumstances normal prerequisites shown on pages I-XI may be waived provided that other related courses or experiences are substituted by the principal in individual cases.")
2. Place those who demonstrate knowledge and standards equivalent to a three-credit Typewriting 10 course but lack adequate preparation for the Typewriting 20 program, in a three-credit Typewriting 10 class. If a special class cannot be scheduled, alternative arrangements might be to use the latter half-year of a five-credit class, half of the daily period, or three of the five class periods each week.
3. Place those who demonstrate that they could profit from additional instruction and practice to develop typewriting techniques in a regular Typewriting 10 class and make provision for selective practice and production within the group.

V TEXTSInstruction in English

Lessenberry, Crawford, Erickson, Monkman, *20TH CENTURY TYPEWRITING*, Ninth Edition, 1968. Elementary Course (Book One) and Advanced Course (Book Two), or Complete Course, Gage Educational Publishing

OR

Rowe, Lloyd, Winger, *TYPING 300*, Canadian Edition, Volume One, 1972; and Volume Two, 1974; McGraw-Hill Ryerson Limited.

Enseignement en français

Laperle, J., *99 LECONS DE DACTYLOGRAPHIE MODERNE*; Livre 1, *DACTYLOGRAPHIE GENERALE*, McGraw-Hill Ryerson Limited.

ET

Laperle, J., *99 LECONS DE DACTYLOGRAPHIE MODERNE*; Livre 2, *DACTYLOGRAPHIE PROFESSIONNELLE*, McGraw-Hill Ryerson Limited.

VI OPTIONAL MATERIALS

Learning guides, working papers, laboratory materials and teacher's manuals accompany each of the recommended text series:

<i>20TH CENTURY TYPEWRITING</i> , Laboratory Materials, Lessons	1-100
" " "	101-225
" " "	226-300

Teacher's Manual, Complete Course

OR

<i>TYPING 300</i> , Learning Guides and Working Papers, Typewriting 10
" " " " " , Typewriting 20
" " " " " , Typewriting 30

Teacher's Service Manual for Volumes One and Two

OR

<i>99 LECONS DE DACTYLOGRAPHIC MODERNE</i> , Cahier D'Exercises I	1
" " "	II

Livre Du Maitre

VII SCOPETypewriting 10 - 5 Credits

20TH CENTURY TYPEWRITING, Elementary Course, Lessons 1-100
Laboratory Materials for Lessons 1-100

OR

TYPING 300, Volume One, Parts 1-7, Modules 1-170
Learning Guides and Working Papers for Typewriting 10

OR

99 LECONS DE DACTYLOGRAPHIE MODERNE, Livre 1, Lecons 1-60
Cahier D'Exercises

Typewriting 10 - 3 Credits

Same scope as above, with coverage in less depth.

Typewriting 20 - 5 Credits

20TH CENTURY TYPEWRITING, Elementary Course, Lessons 101-150
and, Advanced Course, Lessons 151-225
Laboratory Materials for Lessons 101-225

OR

TYPING 300, Volume One, Parts 8-12, Modules 171-270
and, Volume Two, Parts 1-3, Modules 1-75
Learning Guides and Working Papers for Typewriting 20

OR

99 LECONS DE DACTYLOGRAPHIE MODERNE, Lecons 61-90 de Livre 1
et, Lecons 1-72 de Livre 2
Cahier D'Exercises

Typewriting 30 - 5 Credits

20TH CENTURY TYPEWRITING, Advanced Course, Lessons 226-300
Laboratory Materials for Lessons 226-300

OR

TYPING 300, Volume Two, Parts 4-12, Modules 76-270
Learning Guides and Working Papers for Typewriting 30

OR

99 LECONS DE DACTYLOGRAPHIE MODERNE, Lecons 73-99 de Livre 2
Cahier D'Exercises
Travail Supplémentaire

VIII HOW TO USE THIS CURRICULUM GUIDE

The content of each of the senior high school typewriting courses is described in performance terms under five generalizations. There are parallel and progressive development, refinement and application of skill throughout the three courses. The objectives listed in the content describe performance at the end of the course. They are broad and are not broken down into as specific a description as both teacher and student may need. The teacher should do this. Short-term goals should be set for each lesson, exercise or production assignment.

The textbook is a valuable aid in the presentation of the course. The lessons or modules, singly or in groups, follow a pattern of warmup, review, instruction, practice and application that embraces objectives from each of the five generalizations. A specific short-term objective may be described. A text provides an excellent plan for the presentation of the course. It should be used as an instructional aid and not as the sole instructor. Additional activities for achieving the objectives are suggested in the course content that follows. Further instructional materials and aids are listed in the supplementary references. Frequent reference should be made to the description of the course content in this curriculum guide to ensure that all aspects are included in the instruction and that the course objectives are met.

Evaluation should be based on the achievement of performance objectives. Suggestions for the allocation of the evaluating factors for a grade assignment for school reporting periods are contained in a chart on page 42, and in the evaluation column opposite the performance objectives.

The use of the learning guides, working papers and laboratory materials that accompany each text is optional. However, these serve a valuable purpose in providing realistic business forms and a variety of letterheads as well as programmed learning guides, general information tests, technique check lists, progress checkups, work completion records, and achievement certificates. Instruction and learning are enriched and motivated through the use of these materials.

Generalization One - Acquisition of the techniques of typewriting and familiarity with machine operations are fundamental to this skill.

PERFORMANCE OBJECTIVES

The student should be able to:

1. Show correct posture while at the typewriter.
 - a) Body - back straight, seat back in the chair, lean forward slightly, face machine squarely, center on the J-key, a handspan from the typewriter.
 - b) Feet - flat on the floor, about six inches apart, one slightly ahead of the other.
 - c) Shoulders - up and back, relaxed.
 - d) Neck - straight, not bent or craned.
 - e) Head - erect, facing copy.
 - f) Arms - relaxed, hanging loosely, close to body, not winged.
 - g) Wrists - held level, no dip, and no arch.
 - h) Hands - close together, thumbs could lock, flat across the back, palms do not touch the machine, bounce very slightly.
 - i) Fingers - curved, never straight, hover close to home row when not reaching, A- and ;-fingers anchored, f- and j-fingers "stay at home" when shifting, spread when reaching for margin release.
 - j) Thumbs - left kept close to left forefinger and not used, right hovers over center of space bar.
2. Demonstrate touch typing mastery of the keyboard;
 - a) Stroking - brisk, bounce-off, unhesitant stroking; curve fingers tightly and use a sharp "snap" stroke on a manual machine; curve fingers slightly and use a "tap" stroke on an electric typewriter.
 - b) Reaches - individual fingers reach while other fingers hover over home row or extend from home position for long reaches.
 - c) Space-Bar - right thumb used with a sharp bounce-off stroke or quick down and under motion on the center of the space-bar.
 - d) Eyes - kept on copy with an occasional position check.
 - e) Key Location - correct fingers used to locate letter, number, symbol, shift and other service keys.

*ACTIVITIES**EVALUATION*

Demonstrate the correct posture and position.

Display posters and pictures to illustrate good posture.

Use slides and films which portray good posture.

Display pictures of students in class.

Use a VTR of the class in action.

Regularly remind students of body position.

Check students to encourage correct application of the principles of good posture and position at the typewriter.

Explain and illustrate the types of errors that may result from incorrect body positions.

Analyze errors to identify those that may be the result of poor posture and position.

Introduce the keyboard by following the procedure as presented in any of the recommended texts.

Use instructional tapes, records or cassettes if available.

Direct regular daily drills--paced or timed--to develop touch facility and to develop or emphasize particular aspects of touch typing.

In the early stages of instruction, permit students to look at keys to ensure correct location and finger control. *L*

It is suggested that the final grade include 25% for the evaluation of the performance objectives 1, 2, 3 and 4. In the early stages, the percentage of the total grade may be greater than 25%. The proportion for each may vary as the course progresses.

Assign a portion of the student's grade for correct posture. This portion may decrease toward the end of the course.

Assign a portion of the student's grade for touch typing mastery. This portion may increase toward the end of the course.

PERFORMANCE OBJECTIVES

3. Demonstrate familiarity with the use of the machine parts that are required in the typewriting applications;
 - a) Carriage return lever or line spacer
 - b) Carriage release
 - c) Carriage scale, alignment scale, print point
 - d) Card holders
 - e) Cylinder or platen and knobs
 - f) Margin sets, left and right
 - g) Margin release
 - h) Paper bail, bail scale, bail rolls
 - i) Paper guide, paper rest or table
 - j) Paper pressure release
 - k) Spacing regulator or line spacer
 - l) Tabulator, tab clear, and tab set

4. Identify special features of the typewriter used.

*ACTIVITIES**EVALUATION*

Demonstrate the correct use of the machine parts.

Display a chart of the machine with parts labeled.

Refer frequently to the text illustrations and charts.

Use the correct names when referring to machine parts.

Use drills from the recommended texts to develop correct techniques for using typewriter parts.

Assign a portion of the student's grade for demonstration of familiarity with the use of machine parts.

Teacher observation using a check list.

Tests and quizzes, oral or written, completion, matching, multiple choice, true-false, etc.

Explain and demonstrate the application of the special features of the machines available for class use, e.g., half spacing, page line indicator, centering scale, etc.

Generalization Two - *There are generally recognized typewriting procedures common to many personal typewriting applications.*

PERFORMANCE OBJECTIVES

The student should be able to:

5. Identify and use the correct method to perform basic typewriting procedures; e.g.,
 - a) Inserting and removing paper from the machine
 - b) Planning and setting margins, allowing for the bell
 - c) Listening for the bell and making line-end decisions
 - d) Centering typescript vertically and horizontally on various page sizes
 - e) Centering and spread centering a line of typing
 - f) Centering headings between vertical lines
 - g) Typing on lines
 - h) Drawing vertical and horizontal lines
 - i) Tabulating for indentions and columns
 - j) Proofreading
 - k) Re-inserting and aligning typescript
 - l) Making corrections--erasing, crowding, spreading
6. State, and apply when typing, the basic rules and guides; e.g.,
 - a) Word division
 - b) Capitalization
 - c) Spacing after punctuation and abbreviations
 - d) Expressing numbers
 - e) Making punctuation marks and common symbols not on the keyboard

*ACTIVITIES**EVALUATION*

Use the textbook instructions for the basic typewriting procedures.

Teach and demonstrate all procedures. Allow students ample time and opportunities to practise and apply the procedures.

Constantly check and regularly review these procedures.

Allow sufficient time to proofread. In the early stages, this should be equal to the time taken to type.

Use praise and commendation as reinforcement of learning.

Frequently check student's application of basic typing rules and guides in all typewriting.

Teach and demonstrate basic rules and guides whenever the need for this knowledge arises.

Make references for word division, capitalization, punctuation, etc., available for students in the classroom.

Assign about 15% of the student's final grade for the evaluation of performance objectives 5 and 6.

Check procedures through observation, use of check lists, and examination of typescript.

Use the objective tests in the learning guides or laboratory materials that accompany the text.

Generalization Three - The typewriting skill is applicable in the production of jobs for personal and personal business use.

PERFORMANCE OBJECTIVES

The student should be able to:

7. Apply the rules in the set-up and production of typing jobs for personal use;
 - a) Manuscripts, reports, essays, bibliographies, book reviews
 - b) Notices, announcements, invitations, menus, advertisements, programs, poetry, recipes, etc.
 - c) One, two and three column lists and charts
 - d) Outlines, including headings and subheadings
 - e) Personal letters, personal business letters, from arranged and unarranged copy, using modified block style (20th Century) or blocked style (Typing 300) and mixed punctuation
 - f) Envelopes and postcards

8. Compose material while typewriting;
 - a) Word, phrase and sentence responses
 - b) Paragraphs
 - c) Short subject reports, personal letters, etc.
 - d) Display and art typing

*ACTIVITIES**EVALUATION*

Demonstrate correct procedures for rule application.

Use instructional aids (overhead projector, wall charts, etc.) to illustrate format, set-up and balance.

Provide exercises to increase fluency in planning, setting up and typing problems, particularly in jobs which may be segmented such as letters and tabulations.

Use a problem-solving approach to direct students towards developing decision-making ability.

Provide students with a wide variety of jobs, both from the texts and from current sources such as newspapers and magazines. Provide unarranged materials which force application of the rules.

Display good examples of student's work.

Encourage students to use and apply their production knowledge to type real tasks for themselves, classmates and school activities.

Provide exercises in sentence completion, sentence and paragraph interpretation and paraphrasing, using those given in the text as well as excerpts from current publications, proverbs, adages and quotations, etc.

Provide opportunities for the student to use the three-step method of composing at the typewriter, i.e., (1) rough draft composition on typewriter only; (2) proofread rough copy and make pencil corrections; (3) type final copy from rough draft. Compose personal letters, replies to letters in the text, short reports and display, (report cover using art typing).

Have students type complete sentence answers to test questions.

Assign approximately 25% of student's grade to the evaluation of performance objectives 7 and 8.

Use objective and/or short-answer tests to evaluate student's understanding of rule application and terminology.

Evaluate production typing on the basis of correctness of set-up, form, balance and "acceptability" for the purpose intended.

Give bonus marks for initiative in producing real typewriting jobs.

Evaluate typewriter composition on the basis of spelling, punctuation, sentence structure and grammar, as well as neatness of copy.

Generalization Four - *Quality production and effective work habits contribute to typewriting satisfaction.*

PERFORMANCE OBJECTIVES

The student should be able to:

9. Recognize the features of quality production; e.g.,
Accuracy, balance, correct set-up, clean and attractive appearance.
10. Demonstrate efficient work habits; e.g.,
Assemble materials and arrange the work area, adjust and set machine parts, strive to accomplish preset long- and short-term objectives, complete assignments, pay attention, and be regular in attendance.
11. Evaluate achievement of objectives and set new ones.
Experience the joy of typewriting.

*ACTIVITIES**EVALUATION*

Display samples of quality production collected from various sources.

Display students' work.

Use posters to illustrate good work habits.

Demonstrate arrangement of the work area.

Encourage students to check their work habits.

Occasionally have students estimate time to complete production.

Encourage students to set long-term and short-term objectives. Allow sufficient time for practice of production and ask students to assess their achievement.

Endeavour to make the classroom appearance, atmosphere and activity reflect a positive and enjoyable experience in typewriting.

Assign approximately 10% of student's grade to the evaluation of performance objectives 9, 10 and 11.

Use a check list to assess student's work habits.

Give bonus marks for quality production.

Generalization Five - Typescript should be produced with acceptable standards of speed and accuracy control from various kinds of copy.

PERFORMANCE OBJECTIVES

The student should be able to:

12. Type from straight copy material, syllabic intensity of approximately 1.20, for periods up to five minutes duration with not more than one error per minute and a range from 25 gross words a minute with no errors to 30 gross words a minute with five errors, for minimum standing;
13. Type production jobs meeting the speed and accuracy standards acceptable for personal use, and as suggested in the teacher's manual that accompanies the text materials used;
14. Type from print, script and rough draft copy.

*ACTIVITIES**EVALUATION*

Use drills from the recommended texts to develop technique, rhythm and fluent typing.

Use motivation devices as suggested on page 56.

Use timed interval pacing to assist the students to build rather than measure their speed, while developing control and improving techniques.

Occasionally administer timed tests to measure speed and accuracy. Always allow students to choose the best of two or more timings. Avoid stressing speed too early.

To measure progress, use timed writings for intervals up to five minutes as outlined in the recommended texts.

Give exercises and timed drills to reduce the lag in production typing from straight copy typing and to develop the same aggressiveness and zest in production typing as is normally displayed in timed writings.

Use the production word count suggested in the texts and teacher's manuals.

Offer the students a variety of materials in different styles of print, script and rough draft copy. Attempt to select material personally meaningful to the students. Use supplementary materials from other texts, newspapers, magazines, etc.

Assign about 25% of the student's final grade for evaluation of the performance objectives under 12, 13 and 14.

Assign a lesser percentage of the student's grade for speed and accuracy in the early stages of the course.

Measure and evaluate straight copy typewriting for speed and accuracy. The chart on page 43 suggests a procedure.

Measure and evaluate production typewriting for speed and accuracy. Use production word count or other procedures suggested in the text.

Generalization One - Refinement and development of the techniques of typewriting and knowledge of machine operations are necessary.

PERFORMANCE OBJECTIVES

The student should be able to:

1. Maintain correct posture as previously acquired;
 - a) Refer to descriptive list in Typewriting 10 Course Content
2. Demonstrate constant touch-typing mastery of the total keyboard;
 - a) Refer to descriptive list in Typewriting 10 Course Content
 - b) Refinement of touch-typing of numbers
3. Demonstrate knowledge of and skill in the correct application of the typewriter parts;
 - a) Those listed in Typewriting 10 Course Content
 - b) Machine pitch, elite and pica
 - c) Ratchet release or line finder
 - d) Ribbon control, ribbon reverse, ribbon carrier
 - e) Touch regulator and impression controls
4. Identify the special features on manual and electric typewriters available in the school.

ACTIVITIES	EVALUATION
Emphasize the importance of correct posture and position at the typewriter.	It is suggested that the final grade include 10% for the evaluation of the performance objectives 1, 2, 3 and 4.
Frequently check students for correct posture and position.	Use a check list occasionally for:
Identify and analyze the types of errors that may result from incorrect body positions.	Student self-evaluation Peer evaluation Teacher evaluation
Emphasize the importance of touch typing and touch facility.	Use objective tests constructed by the teacher or use those from the learning guides, and laboratory materials that accompany the text.
Direct daily drills--paced or timed--to reinforce touch facility and touch typing.	
Review the correct use and operation techniques of the machines parts.	
Consistently use, and encourage students to use, the correct names for machine parts.	
Apply the special features of the machine to specific typing production tasks.	
Demonstrate the special features of available manual and electric machines; e.g., typewriter elements, interchangeable carriage, centering scale, various devices for indicating page line, impression control, etc.	

Generalization Two - There are fundamental typewriting procedures applicable to personal and vocational typewriting.

PERFORMANCE OBJECTIVES

The student should be able to:

5. Demonstrate and consistently apply the appropriate typewriting procedures; e.g.,
 - a) Those previously identified in the Typewriting 10 Course Content
 - b) Typing leaders
 - c) Typing Roman numerals
 - d) Changing the ribbon
 - e) Justifying the right margin

6. Demonstrate knowledge and application of related and previously learned skills;
 - a) Composition--structure, grammar, punctuation
 - b) Language use--spelling, word division, number expression

*ACTIVITIES**EVALUATION*

Review the basic typewriting procedures that were introduced in Typewriting 10.

Teach and demonstrate the procedures introduced in the text presentation.

Provide ample opportunity for practice and application of the procedures fundamental to personal and vocational typewriting.

Encourage students to recall procedures and make decisions without direction from teacher or text.

Provide many opportunities for students to apply the skills of composing at the typewriter.

Assign about 10% of the student's final grade to the evaluation of performance objectives 5 and 6.

Objective or performance tests can be used to measure mastery of specific typewriting procedures, or evaluation may be based on observation of the procedures during production assignments.

A check list may be used.

Generalization Three - *The typewriting skill is applicable in the production of many specialized jobs.*

PERFORMANCE OBJECTIVES

The student should be able to:

7. Demonstrate mastery of the procedure in the production of a variety of routine and specialized jobs; e.g.,
 - a) Review of previous learning
 - b) Tables--ruled and open; unarranged and dictated
 - c) Reports--two-page, manuscript with and without footnotes, news release, newsletter; term paper, minutes, itinerary
 - d) Correspondence--two-page letters; A4, baronial and official size paper; form letters, including tabulations, quotations, enumerations; carbon copies; envelopes; postcards; inter-office
 - e) Letter styles--blocked, semi-blocked, full-blocked, indented government or formal (Gregg Typing 300); or modified block with and without indented paragraphs, block, indented, official (20th Century Typewriting)
 - f) Statistical--financial statements, bank reconciliation
 - g) Forms--invoice, credit memo, statement of account, telegrams, index cards, mailing and filing labels, message or telephone calls, etc.
8. Compose while typewriting;
 - a) Paraphrasing messages, letters and memos
 - b) Original routine letters responding to inquiries
 - c) Transmittal notes, interoffice memoranda, tables

ACTIVITIES	EVALUATION
Use the review sections of the text and jobs from the previous section to review procedures in setting up and typing production jobs.	Assign approximately 50% of the student's grade to the evaluation of performance objectives 7 and 8.
Demonstrate procedures for setting up types of problems not previously learned (e.g., rules, tabulations). Use instructional aids (e.g., overhead projector) to illustrate application of format, rules and guidelines.	Use objective and/or short-answer tests to evaluate the students' understanding of rule application, procedures and terminology.
Use realistic supplies (letterheads, forms) for typing jobs whenever possible and use simple office simulation projects, such as "job packs." Occasionally provide real work. Have the student find small typing jobs to complete in class.	Evaluate production problems on the basis of correctness of set-up, form and balance, and, where applicable, on the use of the student's own judgment in achieving these.
Utilize a variety of unarranged and unguided material from supplementary texts and current publications to provide opportunities to practise a variety of specialized business jobs.	Evaluate production jobs on the basis of "mailability" and production time.
Provide exercises for increased fluency in planning and setting up jobs. Dictate material from the text or supplementary sources.	
Provide opportunity for the student to make decisions about placement, spacing, etc. through exercises in estimating word count, size of job and "eye judgment" for margin setting, etc.	
Provide students with both written and verbal instructions for composing messages, letters and memorandums, using rough draft method for the more difficult jobs, one-draft method for simpler ones.	Evaluate composition on the basis of spelling, punctuation, sentence structure, and grammar, as well as on the quality of the typescript.
Provide immediate feed-back during practice regarding the correctness of the students' planning, set-up and placement.	
Have the students type sentence answers to test questions on written tests and examinations. Instruct students in the use of the dictionary, word division and typists' reference manuals.	

Generalization Four - Quality production and efficient work habits contribute to personal satisfaction.

PERFORMANCE OBJECTIVES

The student should be able to:

9. Demonstrate recognition and appreciation of quality work through the production of neat, attractive and accurate typescript.
10. Display efficient work habits: pretyping check, maintain an orderly work area, assemble materials, plan and schedule work and time, and care of the machine.
11. Preset long-term and short-term objectives, strive for achievement, evaluate attainment.

*ACTIVITIES**EVALUATION*

Collect and display examples of quality and mailable production.

Assign approximately 10% of student's grade to the evaluation of the performance objectives 9, 10 and 11.

Display students' work.

Use a check list of work habits to assist in a consistent and fair evaluation.

Provide ample opportunities for students to make decisions, plan and produce quality work.

Give bonus marks for quality production.

Use additional texts and real jobs for supplementary production.

Have students estimate their time to complete a job, record actual time, and set new objectives for repeating a similar task.

Demonstrate the handling and positioning at the work area of paper, copy, eraser, pencil, etc.

Instruct students to observe proper daily care of the typewriter, periodic cleaning and changing the ribbon.

Regularly check students' work habits.

Assist students to set long-term and short-term objectives and encourage self-evaluation of achievement.

Generalization Five - Typescript should be produced with acceptable standards of speed and accuracy control from various sources of copy.

PERFORMANCE OBJECTIVES

The student should be able to:

12. Type from straight copy material, syllabic intensity of approximately 1.40, for periods up to five minutes duration with not more than one error per minute and a range from 35 gross words a minute with no errors to 45 gross words a minute with five errors, for minimum standing;
13. Type production jobs meeting the speed and accuracy standards acceptable for personal and personal business use as suggested in the teacher's manual that accompanies the text materials used;
14. Type from printed and handwritten copy and from dictation.

*ACTIVITIES**EVALUATION*

Utilize selected drills from the recommended texts to overcome specific weaknesses which are limiting the student's speed growth.

Further the student's speed development by the occasional use of timed interval pacing.

To measure progress, administer timed writings up to five minutes duration as set out in the recommended texts.

To develop production typing with the same aggressiveness and zest as straight copy typing, give directed drills and exercises emphasizing the production problems.

Measure production typing using the production word count suggested in the texts and teacher's manuals.

Use motivational devices such as charts, games and competition to stimulate achievement of speed and accuracy objectives.

Emphasize production typewriting as much as, if not more than, copy typewriting.

Assign approximately 20% of student's grade to the evaluation of performance objectives 12, 13 and 14.

Measure and evaluate straight copy typewriting for speed and accuracy. The chart on page 45 suggests a procedure.

Measure and evaluate production typewriting for speed and accuracy. Use production word count or other procedures suggested in the text.

Generalization One - *Mastery of the techniques of typewriting and proficient use of the machine are essential.*

PERFORMANCE OBJECTIVES

The student should be able to:

1. Maintain correct posture;
2. Demonstrate automatic touch-typing mastery of the keyboard;
3. Make optimal use of all machine parts;
4. Identify the unique and special features available on various makes and models of manual and electric typewriters on the market; e.g., carbon and fabric ribbons, correcting tape, magnetic tape or card, justifier, carriage widths, type styles, special keyboards, proportional spacing, etc.

*ACTIVITIES**EVALUATION*

Emphasize the importance of and conduct periodic checking of correct posture and position at the typewriter.

Analyze the type of errors that may result from incorrect body position.

Direct regular drills--paced or timed--to reinforce touch facility and touch typing.

Emphasize the correct use and the correct operation techniques of the machine parts.

Insist that students use correct names for all machine parts.

Apply the special features of the machine to specific typing production tasks.

It is suggested that the final grade include 80% for the evaluation of the performance objectives I to II. At this level a small percentage, if any, would be isolated for 1, 2, 3 and 4. These objectives are basic in all production work of Typewriting 30 students, and the evaluation of them is an integral part of production performance.

Use a check list for:

Student self-evaluation
Peer evaluation
Teacher evaluation

Use objective tests constructed by the teacher, or use those from the learning guides and laboratory materials that accompany the text.

Generalization Two - Proficiency in the performance of common and complex procedures are essential in typewriting applications.

PERFORMANCE OBJECTIVES

The student should be able to:

5. Demonstrate proficiency in the frequent applications of the appropriate typewriting procedures; e.g.,
 - a) Those previously identified in the Typewriting 10 and 20 Course Content
 - b) Typing superior figures
 - c) Envelope feeding
 - d) Handling carbon for multiple copies
 - e) Correcting errors, special copy (bound, duplicate or copy masters) using special devices (electric erasers, liquids, dry paper, etc.)

6. Apply related learnings and skills when typing; e.g.,
 - a) Sentence structure, grammar and punctuation
 - b) Spelling, word division, number expression

*ACTIVITIES**EVALUATION*

Review previously learned typewriting procedures.

Teach and demonstrate the new procedures introduced in the text or required for the production work.

Insist that proper procedures be used whenever applicable.

Give many opportunities for students to compose at the typewriter and make procedural and content decisions.

It is suggested that 80% of a student's final mark be based on the evaluation of performance objectives I to II. A portion of this may be allotted to the evaluation of performance objectives 5 and 6.

Use objective and performance tests, or observation of the application of procedures during production assignments to measure the student's competency.

Evaluate the student's competency in composing while typing as well as the quality of the completed production.

Generalization Three - The typewriting skill is applicable in expert production of jobs for personal and vocational use.

PERFORMANCE OBJECTIVES

The student should be able to:

7. Demonstrate mastery of the procedure for the production of typical typing jobs for personal and vocational use; e.g.,
 - a) Review of previous learning
 - b) Tables--ruled, multiple pages, boxed with braced headings
 - c) Reports--manuscript, technical, expense, programs, agenda, inventory, check list, top and left bound, arranged and unarranged
 - d) Correspondence--multiple pages, fill-in form letters, dictated, originally composed and unarranged.
 - e) Letter styles--hanging-block, AMS simplified including statistical charts, etc.
 - f) Statistical--multiple-page statements, tabulated reports
 - g) Forms--application, stock and purchase requisitions, order, bill of lading, expense, receipts, promissory notes, fill-in, prepared carbon packs
 - h) Specialized production areas--legal, medical, technical, government, other languages, duplicating processes, display materials and graphs.
 - i) Dicta-typing
8. Compose while typewriting;
 - a) Original correspondence from written and dictated directions responding to inquiries, making inquiries, reservations, etc.
 - b) Completing fill-in forms; e.g., application, registration, etc.

ACTIVITIES

EVALUATION

Utilize review sections and jobs from previous sections of the text to recall rules and procedures.

Use instructional aids to illustrate applications of rules and procedures.

Use realistic (and, where possible, real) supplies, e.g., letterhead, business forms, etc.

Provide exercises to increase skill in setting up jobs, typing special parts, etc., especially in new types of jobs.

Dictate material to be set up in correct form.

Provide much unarranged and unguided material for practice, using arranged material only for examples and for learning new applications.

Provide immediate feedback during practice of new aspects of production work.

Provide opportunity for the student to make the types of decisions required of a stenographer in performing typewriting duties.

Supplement the textbook materials with specialized medical, legal and technical copy, using supplementary references.

Provide opportunities for the students to compose business correspondence and other communications from written and oral directions.

It is suggested that 80% of a student's final mark be based on the evaluation of performance objectives 1 to 11.

A major portion of this may be allotted to the evaluation of performance objectives 7 and 8.

Evaluate work on the basis of quality of set-up, form and balance, on the student's use of judgment and on the appropriateness of decisions.

Evaluate production on the basis of "mailable" or usable copy completed within a time limit.

The "procedures" of typewriting are evaluated in objectives 5 and 6 whereas the final product is the basis for evaluation in objectives 7 and 8.

Evaluate composition on the basis of structure, grammar, punctuation, spelling, etc., as well as quality of the typewriting production.

Generalization Four - *Quality production and efficient work habits contribute to career satisfaction.*

PERFORMANCE OBJECTIVES

The student should be able to:

9. Produce quality typescript that is accurate, properly positioned, attractive in appearance; and meets the criteria for its application.
10. Show competence in handling materials and equipment efficiently, in working under pressure of time, in working for sustained periods of time, and in completing assignments.
11. Demonstrate self-reliance and ability to make decisions, solve problems, and work with a minimum of direction and instruction.

*ACTIVITIES**EVALUATION*

Display samples of quality work collected from various sources.

Display students' work.

Set time schedules, in minutes, hours, days, etc., for completion of specific production jobs.

Demonstrate the proper care, handling and arrangement of supplies, materials and equipment.

Give many assignments with a minimum of direction or help. Indicate directions in a variety of ways; e.g., handwritten draft, recorded tape and live voice.

Use in-basket as a strategy.

Simulate pressures common in office work.

Assign a portion of the 80% suggested for the evaluation of performance objectives I to II, for numbers 9, 10 and 11.

Use subjective and objective evaluation procedures.

Evaluate on the basis of observation, records of class attendance and check lists.

Give bonus marks for superior production.

Generalization Five - Typescript should be produced with acceptable job-entry standards of speed and accuracy.

PERFORMANCE OBJECTIVES

The student should be able to:

12. Type from straight copy material, syllabic intensity of approximately 1.50, for periods of five minutes duration with not more than one error per minute, and a range from 45 gross words a minute with no errors to 50 gross words per minute with five errors, for minimum standing;

Occasionally type from straight copy material for periods of ten minutes duration.

13. Type production jobs meeting the speed and accuracy standards expected in business offices and suggested in the teacher's manual that accompanies the text materials used;
14. Type from printed and handwritten copy, edited and unedited, with and without proofreader's marks; and from dictation, live and recorded.

ACTIVITIES	EVALUATION
Continue to develop and build typewriting skill and perfect techniques through selected drills and exercises.	It is suggested that 20% of the student's grade be based on the evaluation of performance objectives 12, 13 and 14.
Use motivational devices.	
To measure progress in copy typewriting, administer timed writings of five minutes duration as set out in the recommended texts.	Measure and evaluate production typewriting for speed and accuracy. Use production word count or other procedures suggested in the text.
Occasionally administer timed writings of ten minutes duration as set out in the recommended texts.	
To measure progress in production typewriting, administer production tests using production word count or other procedures as suggested in the texts and teacher's manuals.	
Offer the students a wide variety of materials in printed and handwritten copy. Select materials with and without proofreader's marks, edited and unedited.	
Expose students to the experience of typing from a variety of dictated material, live and recorded.	

XII EVALUATION AND GRADING

Evaluation and grading should be based on the achievement of the performance objectives. The content for each course is described in terms of student performance under five generalizations. These are average for the end of the course. It is to be expected that some students may not achieve at this level for all objectives. It is the teacher's responsibility to recognize and devise a relative scale for evaluating each objective. Consider also the skill level that can reasonably be expected at that point in the continuum of instruction.

Evaluation serves several purposes. It is a guide for planning instruction and for the setting of objectives. It is a means of notifying the student of his progress and readiness to proceed to the next level of study. For administration purposes, this evaluation is usually expressed as a letter or percentage grade. A suggested allocation for the evaluation of the performance objectives developed under each generalization is given in the chart below.

Allocation of Evaluation Factors for Grading

<u>Generalizations</u>	<u>Performance Objectives</u>	<u>Jr. High</u>	<u>Typewriting</u>		
			<u>10</u>	<u>20</u>	<u>30</u>
One - Techniques	1, 2, 3, 4	40%	25%	10%	
Two - Procedures	5, 6		15%	10%	
Three - Production	7, 8	30%	25%	50%	80%
Four - Work Habits	9, 10, 11		10%	10%	
Five - Speed & Accuracy	12, 13, 14	30%	25%	20%	20%

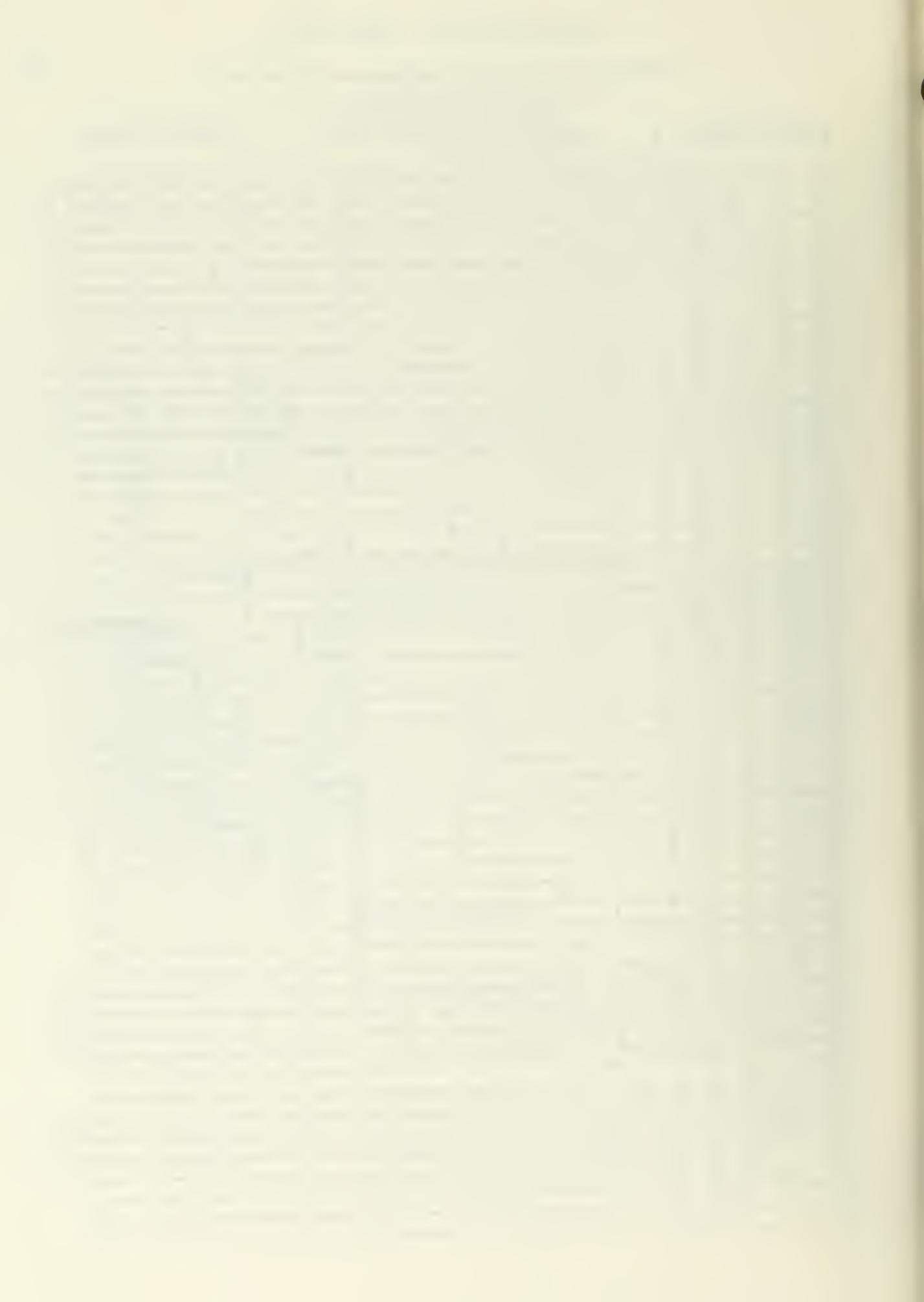
Evaluation Charts

The charts on the following three pages suggest an evaluation of the speed and accuracy described in performance objective 12 of each course. This is only a part of the evaluation factor expressed in Generalization Two. Teachers may find these charts helpful in evaluating this aspect of typewriting in keeping with generally accepted standards of performance.

A letter grade has been suggested based on gross rate and accuracy. The teacher may wish to substitute marks out of 100 or out of the raw score chosen for the portion of the total grade to be assigned for the evaluation of performance objective 12. The teacher may also choose to adjust the divisions for grades beyond the minimum standing (see pages 20, 30 and 40).

EVALUATION CHART - TYPEWRITING 10

(For use in evaluating performance objective 12)



(For use in evaluating performance objective 12)

EVALUATION CHART - TYPEWRITING 30

(For use in evaluating performance objective 12)

XIII SUPPLEMENTARY REFERENCES

1. Adams, *TYPING PRACTICE FOR THE TECHNICAL SECRETARY*, 1971, McGraw-Hill Ryerson Limited.

This text provides comprehensive instruction in technical typing. It deals with topics such as life sciences, communications, nucleonics, synthetics, hydrocarbons and petrochemicals. Very good for Typing 30 class.

2. Attridge, *BUSINESS TYPING APPLICATIONS*, 1974, McGraw-Hill Ryerson Limited.

Gives a review of basic typing and communicating skills, application of skills to business situations and a section on displayed materials; e.g., enumerations, outlines, invitations, etc. Good for extra exercises.

3. Attridge, *PERSONAL TYPING APPLICATIONS*, 1973, McGraw-Hill Ryerson Limited.

This book assumes the user already has basic typing skills and is designed to meet the requirements of students taking typewriting instruction to acquire skills for personal use. One section is devoted to the recall of correct typing techniques and writing skills. Another section is concerned with applying typing techniques and writing skills to personal use topics, such as formal reports, charts, outlines and programs. Canadian content used throughout.

4. Beaumont and Johnson, *TYPEWRITING SPEED CONTROL BUILDERS*, 1972, Gage Educational Publishing.

A supplemental book of special skill-building drills and timed writings designed to improve typewriting performance on straight copy, script, statistical copy and rough draft. Cassette recordings are available for use with the book.

5. Bendixon, Carter, Cassidy, *PRODUCTION TYPING*, 4th Edition, 1975, Gage Educational Publishing.

Supplementary production exercises provide for speed development, planning routine and unusual typewriting tasks, and skillful handling of materials.

6. Brendel and Leffingwell, *ENGLISH USAGE DRILLS AND EXERCISES PROGRAMMED FOR THE TYPEWRITER*, 1968, McGraw-Hill Ryerson Limited.

This book presents programmed instruction for individual work to review language rules.

7. Brendel and Near, *SPELLING DRILLS AND EXERCISES: A PROGRAMMED APPROACH*, 1971, Canadian Edition, McGraw-Hill Ryerson Limited.

Fifty, fifteen minute lessons for individual instruction using typewriting to respond to the steps in learning to spell.

8. Casada and Casada, *BUSINESS LETTER TYPING*, 2nd Edition, 1973, Gage Educational Publishing.

Provides concentrated practice in typing letters. All material is counted for production timings.

9. Deigan, *DEVELOPING OFFICE TYPING SKILLS*, 1974, McGraw-Hill Ryerson Limited.

This is a Canadian book that introduces in alphabetic order the common typewriting procedures with ample review as well as new topics.

10. DuPree, Namanny, *LEGAL OFFICE TYPEWRITING*, 1975, Gage Educational Publishing.

This is an American publication but much of it is applicable in Canada.

11. Fries, *TIMED WRITINGS ABOUT CAREERS*, 2nd Edition, 1975, Gage Educational Publishing.

Provides controlled and measured timed writing copy which describes various careers.

12. Frisch and Handal, *APPLIED OFFICE TYPEWRITING*, 3rd Edition, 1969, McGraw-Hill Ryerson Limited.

An excellent practice set for senior courses giving students varied practice with forms.

13. Grubbs and Weaver, *TYPING IMPROVEMENT PRACTICE*, 1973, McGraw-Hill Ryerson Limited.

14. Grubbs and White, *SUSTAINED TIMED WRITINGS*, 3rd Edition, 1971, McGraw-Hill Ryerson Limited.

Contains a wealth of straight copy material for 5, 10 and 15-minute writings.

15. Hansen, *PROGRESSIVE TYPEWRITING SPEED PRACTICE*, 3rd Edition, 1968, McGraw-Hill Ryerson Limited.

This is designed for practice to overcome the skill development problems of speed plateaus, through a unique plan of copy control for selective practice.

16. Hodgins, *PRODUCTION PLUS*, 1970, McGraw-Hill Ryerson Limited.

A Canadian book containing excellent production jobs covering exercises in centering, tabulation, letters and manuscripts. Suitable for Typing 20 and 30.

17. Jonsson, *TIMED WRITINGS*, 1970, McGraw-Hill Ryerson Limited.

An excellent source of supplementary materials for rhythm drills, speed sentences, accuracy sentences, skill-building paragraphs and timed writings. The latter refer to stories and items of interest from the provinces of Canada.

18. Krevolin, ART TYPING, 1962, Pitman Copp/Clark Publishing Limited.

A 30-page booklet presenting basic procedures for display and art typing.

19. Lessenberry, Crawford and Erikson, CLERICAL OFFICE TYPING--BASIC SKILLS, 1972, Gage Educational Publishing Limited.

This book, along with the accompanying four activity packages constitutes a system that is designed particularly for the educationally disadvantaged student in junior or senior high school. Thus, through carefully planned activities, the authors have attempted to stress the importance of good work habits and quality of finished product as well as mastery of manipulative skills. The student is guided through conceptualizing, planning, judging and making application of general principles learned. While not overtly forced to adhere to office work and production standards, the student is subtly made to develop and practice a consciousness of accuracy, time, neatness and responsibility.

20. Liles, Brendel and Krause, TYPING MAILABLE LETTERS, Canadian Edition, 1974, McGraw-Hill Ryerson Limited.

Includes rough copies of letters, and summaries of rules for grammar, word division, punctuation, etc.

21. Lyon, Dewar, COMMUNICATIONS IN TYPE, 1973, Gage Educational Publishing.

Uses basic materials involved in external communications, internal communications and tabulations. The emphasis is on rough draft copy and SI units.

22. Lloyd and Winger, TYPING POWER DRILLS, 2nd Edition, 1965, McGraw-Hill Ryerson Limited.

The book assumes that the user has already learned how to type and is using the book to correct, improve or perfect typing techniques and habits. An excellent source for students with specific problems they wish to rectify. The book has a "built-in" stand.

23. Lloyd, Rowe and Winger, TYPING 75--MODULAR SYSTEM, 1970, McGraw-Hill Ryerson Limited.

There are four learning kits, Basic, Advanced, Expert and Professional, each comprising 75 lessons. These offer an individual approach to learning to typewrite. Each kit includes an instructional text, a workguide and a proof guide for the student to check his work.

24. Lloyd, Rowe and Winger, TYPING SKILL DRIVES, 1974, 2nd Edition, McGraw-Hill Ryerson Limited.

Contains nearly 200 different drills for correcting, improving and perfecting typewriting skill.

25. Lloyd, Rowe, Winger and Poland, SELECTIVE PRACTICE TYPING DRILLS, 1973, McGraw-Hill Ryerson Limited.

26. Mogyorody, *TYPING 100*, 1971, McGraw-Hill Ryerson Limited.

A Canadian text designed to teach typewriting for such personal uses as personal letters; writing programmes; school projects--notes, outlines and book reports. Some of the production jobs are suitable as additional material for the Typing 10 course.

27. Palmer and Agnew, *TRIPLE-CONTROLLED TIMED WRITINGS*, 1971, Gage Educational Publishing.

Provides a rich source of basic materials to improve straight copy performance, to measure basic skills, to present information on a variety of topics and to provide ideas for composing at the typewriter. Syllable intensity is indicated throughout from easy, 1.3 to difficult, 1.7.

28. Richardson, *TYPE WITH ONE HAND*, 2nd Edition, 1959, Gage Educational Publishing.

A useful pre-course "adapter" for right hand or left-hand only handicapped typists.

29. Root and Byers, *MEDICAL TYPING PRACTICE*, 2nd Edition, 1968, McGraw-Hill Ryerson Limited.

An American text that covers the various types of forms and medical topics required by a typist in this speciality.

30. Siegfried, *TYPING MEDICAL FORMS*, 1969, McGraw-Hill Ryerson Limited.

This American text-workbook is designed to develop competency in typing the various medical forms required in hospitals, clinics, etc.

31. Thompson, *101 TYPEWRITING TIMED WRITINGS WITH SELECTED DRILLS*, 3rd Edition, 1971, Gage Educational Publishing.

Provides a variety of timed writings and techniques drills.

32. Wanous and Wanous, *BASIC TYPEWRITING DRILLS*, 4th Edition, 1968, Gage Educational Publishing.

Provides corrective exercises to improve and strengthen weaknesses.

33. Wanous, *STATISTICAL TYPING*, 2nd Edition, 1956, Gage Educational Publishing.

Provides a variety of timed writings and techniques drills.

34. Winger and Weaver, *GREGG TAILORED TIMINGS--MANUAL TYPEWRITER EDITION AND ELECTRIC EDITION*, 1971, McGraw-Hill Ryerson Limited.

Individual progress is encouraged so that students may test their performance and follow prescribed materials to reach the next speed or accuracy level.

Professional References

Douglas, Blanford, Anderson, *TEACHING BUSINESS SUBJECTS*, 3rd Edition, 1973, Prentice-Hall of Canada Ltd.

Chapter 5 deals specifically with teaching typewriting--objectives psychology, developing correct techniques, teaching strategies, standards, etc. The other chapters cover skill and non-skill subjects as well as general aspects of business education.

Russon, Wanous, *PHILOSOPHY AND PSYCHOLOGY OF TEACHING TYPEWRITING*, 2nd Edition, 1973, Gage Educational Publishing Ltd.

This book gives a comprehensive coverage of the topic with practical suggestions for the beginning or experienced typing teacher. Among the topics covered are: the psychology of skill applied to typewriting, teaching methods and procedures, teaching the keyboard, errors and corrective measures, drills, composing, building production competency, evaluating and grading.

Tonne, Nanassy, *PRINCIPLES OF BUSINESS EDUCATION*, 4th Edition, 1970, McGraw-Hill Ryerson Ltd.

Typewriting is included as part of the program in this detailed discussion of the purposes, procedures and administration of business education.

West, *ACQUISITION OF TYPEWRITING SKILLS*, 1969, Pitman Publishing Corporation.

This is a well substantiated presentation of methods and research in teaching typewriting. Topics include: Background for Instruction in Typewriting, Basic Concepts for Learning, The Skill Acquisition Process, Vision and Kinesthesia in the Acquisition of Stroking Skill, Basic Concepts for Technique Development, Teaching for Technique Development.

Memberships and Magazines

BUSINESS EDUCATION COUNCIL of the A.T.A. provides four copies a year of "SYNOPTIC," a professional journal; opportunities to attend regional and provincial conferences; and membership in the *CANADIAN ASSOCIATION OF BUSINESS EDUCATION TEACHERS*.

NATIONAL BUSINESS EDUCATION ASSOCIATION entitles members to receive the publications of eight issues of "FORUM" and the yearbook. NBEA, Dulles International Airport, P.O. Box 17402, Washington, D.C., 20041.

JOURNAL OF BUSINESS EDUCATION, October-to-May monthly issues. 15 South Franklin Street, Wilkes-Barre, PA., 18701.

XIV FACILITIES AND EQUIPMENT

The physical facilities, atmosphere and appearance of the typewriting classroom contribute to effective instruction and learning. Although it may require ingenuity, invention and adaptation, it is the responsibility of the teacher that conditions, equipment, learning aids and supplies are as ideal as possible.

The Room

Heat and ventilation	-properly controlled for comfort
Light	-100 footcandles desirable, 40-50 a minimum; preferably windows on the north; venetian blinds to control glare and light; artificial light also needed
Acoustics	-provide noise control with carpeting, drapes, acoustic ceiling tile, rubber pads under machines
Storage facilities	-cabinet for typewriter ribbons, cleaning supplies, paper, etc. -multiple-drawer filing cabinets for students' work folders
Chalkboards	-easily visible from each desk
Bulletin boards	-spacious enough to display student work, motivating posters, charts, etc.
Electric outlets	-sufficient number located conveniently for electric machines, master switch
Washing facilities	-sink in the room, or washrooms nearby

Furniture and Equipment

Tables	-single, adjustable, sturdy with space on each side of the machine, variety of heights; e.g., one fifth, 27 inches high; three fifths, 29 inches; and one fifth, 31 inches
Chairs	-posture backs, flat seats, adjustable
Foot blocks	-to adjust chair height for some students
Demonstration stand	-on rollers, adjustable height, with book wing

Typewriters	-a machine for each station plus 20% for spares, less than six years old, preferably one make and model for beginning instruction, and electric
Copyholders	-hold texts tilted to avoid glare, without strain on binding, firm, book fits under machine carriage return lever
Timing devices	-interval timer (preferably electric), stop watch, room clock, desk bell
A/V equipment	-record player, tape recorder, skill builder, filmstrip and overhead projector
Wall posters	-keyboard, posture and style charts, posters, etc.
Sundry items	-stapler, staple remover, scissors, cutting board, paper punch, desk trays, key brushes, type cleaner, minor repair tools, waste paper baskets, large wall calendar

Student References

Dictionaries	-about ten copies or one for each student
Word division manuals	-about ten copies or one for each student of at least one of these: <i>Farmer, WORD DIVISION IN THE CANADIAN BUSINESS VOCABULARY, 1967, Gage Publishing;</i>
	<u>OR</u> <i>Leslie, 20,000 WORDS, Canadian, 6th Edition, 1972, McGraw-Hill Ryerson Limited</i>
Machine manuals	-operation manuals supplied by the typewriter companies with the machines

XV MOTIVATION

Every effort should be made by the typewriting teacher to introduce motivating techniques that appeal to students and make learning to type fun while at the same time accomplishing the objectives of typewriting at that particular level. Even senior high school students will respond favourably and enthusiastically. The atmosphere of the room and class should reflect and encourage the desired standards of achievement. The motivation activity should change frequently to prevent it becoming boring and stale.

Here are a few ideas that may serve as suggestions for your adaptation:

I. Contests and Games

Contests and games motivate students to excel and master specific techniques. The competition can be as a member of a group or team or as an individual; with himself or others. Always keep in mind the purpose of the game or contest. Don't overplay a game--use variety and change. Pattern the game or contest in keeping with seasonal and/or current student interest in school, community and world events. Care must be exercised to assure that the same students are not always the winners. Vary the objectives of the contests so that everyone has a chance to excel. Provide opportunities for the individual to compete with his previous record.

- (a) Relays: Using a series of sentences, or paragraphs, the first student in a row (a relay team) types the first sentence and passes the sheet to student two who types the next sentence, and so on down the row. The team that finishes first, with the fewest errors, or the greatest quantity, is the winner.
- (b) Tag: Teacher "tags" a student caught looking at his fingers. He, in turn, comes to the front of the room and "tags" someone else. The object of the "tag" can be changed and varied to suit the technique to be emphasized.
- (c) I Spy: Assign each student a number. When a student is not using a particular technique, call his number. Student remains anonymous to his classmates.
- (d) Tournament: Students in pairs compete against other pairs with the results kept in a standard tournament chart. The contest can be any length of drill, scored for whatever technique or accomplishment needs to be emphasized. This might coincide with the school's basketball tournament or curling bonspiel.
- (e) Obstacle Race: Using a series of drill sentences, time the class for one minute as they type the first sentence repeatedly. After checking for accuracy, those with no errors may proceed to the next sentence, while the rest repeat the first one. After a number of such timings, determine who has typed the furthest.

- (f) Speed Race: Occasionally it is desirable to have students push for speed regardless of accuracy. Have them compare individual improvements in rate. Timings should be short. A twelve second interval makes calculations easy--each stroke is equal to the rate in words per minute. The count on the carriage scale of strokes typed will equal the rate.
- (g) Rodeo: Students are paired and take turns as competitor (typist) and judge. Teacher acts as timer and calls the "events"--eyes on copy, pivoting, shifting technique, accuracy, etc. Using points for performance with or without deducting penalty points, scores can be kept for a series of events and winners declared. Events could be: 15-second eyes on copy (bare-back ride), 10-seconds with no errors (steer decorating), 60 strokes in 10 seconds (wild horse race), 10 seconds with no errors (steer riding), 10 seconds with good pivoting (steer riding), etc.
- (h) Basketball, hockey, or any team event: Divide the class into teams and count scores for perfect copy or perfect lines typed during timed "periods" or "quarters" etc.
- (i) "Pay-as-you-type": The penalty for each error on a timed writing is typing the error correctly 3, 5, or 10 times before continuing. Speed scores are thus reduced for inaccuracy.
- (j) Typewriter mystery games: A commercial series of six booklets is available from: Artistic Typing Headquarters, Teaching Aids Division, 3200 Southgreen Road, Baltimore, Maryland, 21207.

2. Display of Work

Adapt the display to the season, festival, or current school or community activity. Frequently change the criteria for work to be displayed so that everyone can qualify at some time. Use attention-getting captions and illustrations. Don't leave work on display after the interest lags.

- (a) "Typing Champion of the Week" or "Merit Award Winner For." Display the name of the student meeting whatever criteria you or the class determine. Use whatever channels there are to publicize this in the school.
- (b) Display of work under captions such as "Something to Crow About" (with a picture of a large rooster); "Your Good Work Is Showing," "Happiness Is;" "Papers Like These, Really Please," "Come out of the Shadows, Shine With Work Like This," "Look Who Made the Headlines."
- (c) Graphs and charts to record changes in achievement of each class member. Instead of the usual bar or line graph, use a mountain to climb, football score, horse race, trip to the moon.

3. Art Typing

Students enjoy using the typewriter to produce artistic lettering, illustrative designs and pictures. In so doing, they learn to use machine parts such as the variable line spacer, ratchet release and special symbols; as well as gaining experience with procedures for centering, planning, placement, aligning typescript. References are given in the supplementary list.

4. Awards

Be positive rather than negative and purposely commend and praise individuals for improvement and achievement. Bulletin board charts and displays recognize mastery of individuals or groups. Wallet-size certificates can be used to reward attainment of specific standards at the end of the course.

5. Student Involvement

A student advisory or planning committee can help the teacher to develop a relevant course. Encourage students to use their skill in doing real production work for themselves, their families and the school. A regular class period might be set aside for such work. Involve the students in classroom administration such as preparing displays, organizing class games and contests, etc.

6. Goals and Objectives

For effective learning, the student must have a desire to attain his specific objectives. Some are self-motivated, but others need assistance to identify a goal and encouragement to strive for it. Explain and demonstrate the advantages and rewards that can result from the mastery of typewriting. Set short-term goals and objectives for each step in the learning process and frequently measure or assess progress to reinforce and motivate learning.

7. The Teacher

An enthusiastic teacher can ~~motivate~~ learning. A positive attitude with consistent and fair treatment under all circumstances creates an ideal classroom atmosphere. The teacher should move about the room, giving encouragement, praise and assistance to individuals.

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